

Moore Intermediate

1101 Cheraw Drive
Florence, SC 29501

Grades	5-6 Elementary School	
Enrollment	712 Students	
Principal	Barbara Hood	843-664-8171
Superintendent	Larry L. Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	46	24	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Below Average	No
2006	Average	Below Average	No

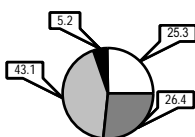
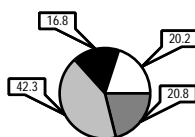
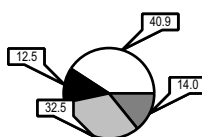
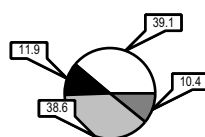
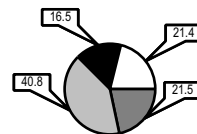
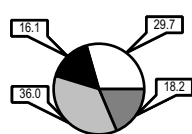
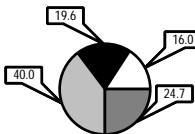
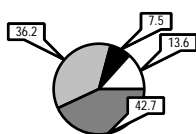
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	707	99.3	25.1	43.2	26.5	5.2	42.6	Yes	Yes
Gender									
Male	348	99.1	29.8	45.1	22.3	2.8	36.1	N/A	N/A
Female	359	99.4	20.7	41.3	30.5	7.5	48.8	N/A	N/A
Racial/Ethnic Group									
White	352	99.1	11.8	45.0	36.1	7.1	55.9	Yes	Yes
African American	314	99.4	42.1	42.8	13.7	1.4	23.4	No	Yes
Asian/Pacific Islander	15	100.0	7.1	28.6	28.6	35.7	78.6	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	575	99.7	15.6	46.2	31.8	6.3	51.0	N/A	N/A
Disabled	132	97.7	69.0	29.3	1.7	0.0	3.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	707	99.3	25.1	43.2	26.5	5.2	42.6	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	99.3	24.7	43.4	26.6	5.3	42.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	340	99.4	40.7	41.7	15.6	2.0	24.8	No	Yes
Full-pay meals	367	99.2	11.7	44.4	35.9	8.0	57.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	707	99.6	20.0	42.4	20.8	16.8	52.4	Yes	Yes
Gender									
Male	348	99.4	21.9	41.1	20.1	16.9	50.8	N/A	N/A
Female	359	99.7	18.2	43.6	21.5	16.7	54.0	N/A	N/A
Racial/Ethnic Group									
White	352	99.4	7.1	42.6	26.3	24.0	66.3	Yes	Yes
African American	314	99.7	37.3	43.4	14.3	5.0	31.9	Yes	Yes
Asian/Pacific Islander	15	100.0	0.0	35.7	0.0	64.3	85.7	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	575	99.8	11.0	44.6	24.2	20.3	61.5	N/A	N/A
Disabled	132	98.5	62.1	31.9	5.2	0.9	10.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	707	99.6	20.0	42.4	20.8	16.8	52.4	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	99.6	20.1	42.4	20.7	16.8	52.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	340	99.7	35.8	44.0	14.6	5.6	33.4	Yes	Yes
Full-pay meals	367	99.5	6.5	40.9	26.1	26.4	68.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	707	99.4	40.7	32.6	14.1	12.6	26.6
Gender							
Male	348	99.4	37.9	30.7	15.7	15.7	31.3
Female	359	99.4	43.4	34.4	12.6	9.6	22.2
Racial/Ethnic Group							
White	352	99.7	26.8	36.3	18.3	18.6	36.9
African American	314	99.0	59.2	28.9	9.0	2.9	11.9
Asian/Pacific Islander	15	100.0	21.4	21.4	7.1	50.0	57.1
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	575	99.7	32.2	36.1	16.6	15.1	31.7
Disabled	132	98.5	80.2	16.4	2.6	0.9	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	707	99.4	40.7	32.6	14.1	12.6	26.6
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	99.4	40.5	32.8	14.2	12.5	26.7
Socio-Economic Status							
Subsidized meals	340	99.4	58.8	28.2	10.3	2.7	13.0
Full-pay meals	367	99.5	25.3	36.4	17.3	21.0	38.4

Social Studies							
All Students	707	99.6	39.0	38.7	10.4	11.9	22.3
Gender							
Male	348	99.7	39.1	36.3	11.9	12.8	24.7
Female	359	99.4	38.9	41.0	9.0	11.1	20.1
Racial/Ethnic Group							
White	352	99.7	26.0	44.5	12.1	17.4	29.5
African American	314	99.4	56.8	31.3	8.3	3.6	11.9
Asian/Pacific Islander	15	100.0	21.4	28.6	0.0	50.0	50.0
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	575	99.7	30.4	43.2	12.1	14.3	26.4
Disabled	132	99.2	78.6	17.9	2.6	0.9	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	707	99.6	39.0	38.7	10.4	11.9	22.3
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	99.6	38.7	38.7	10.5	12.0	22.5
Socio-Economic Status							
Subsidized meals	340	99.7	55.0	33.4	6.6	5.0	11.6
Full-pay meals	367	99.5	25.3	43.2	13.6	17.9	31.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	377	99.2	25.9	40.9	31.8	1.5	33.2
	6	349	99.4	29.8	37.3	26.3	6.6	32.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	333	98.8	21.1	44.9	30.7	3.3	34.0
	6	374	99.7	28.6	41.7	22.9	6.9	29.7
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	377	99.5	21.4	46.9	17.3	14.4	31.7
	6	349	99.7	21.6	36.6	28.1	13.8	41.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	333	99.1	22.1	44.2	16.5	17.2	33.7
	6	374	100.0	18.2	40.7	24.5	16.5	41.0
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	377	98.9	40.3	31.5	15.3	12.9	28.2
	6	349	98.3	38.1	32.4	12.4	17.1	29.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	333	99.4	41.4	36.8	7.9	13.8	21.7
	6	374	99.5	40.1	28.9	19.5	11.5	30.9
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	377	99.2	34.1	44.4	9.7	11.8	21.5
	6	349	98.0	33.8	41.4	12.7	12.1	24.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	333	99.4	41.4	36.5	10.2	11.8	22.0
	6	374	99.7	36.9	40.6	10.6	12.0	22.6
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 712)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.4%	Up from 1.1%	2.3%	2.8%
Attendance rate	96.3%	Up from 95.6%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.6%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.5%	0.4%	0.0%
Eligible for gifted and talented	14.5%	Down from 17.4%	16.2%	10.4%
On academic plans	36.3%	N/AV	26.5%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	15.4%	Up from 14.8%	7.5%	7.5%
Older than usual for grade	2.8%	Up from 2.6%	0.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	37.0%	Up from 35.6%	57.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.2%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	6.8%	Up from 5.0%	0.0%	0.0%
Teachers returning from previous year	82.2%	Up from 80.3%	89.5%	87.3%
Teacher attendance rate	95.4%	No change	95.0%	94.9%
Average teacher salary	\$41,883	Up 9.3%	\$43,841	\$42,485
Prof. development days/teacher	10.3 days	Up from 7.9 days	12.3 days	13.3 days
School				
Principal's years at school	7.5	Up from 6.5	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.0 to 1	19.9 to 1	18.6 to 1
Prime instructional time	91.1%	Up from 90.2%	90.2%	89.7%
Dollars spent per pupil*	\$5,404	Up 8.9%	\$6,165	\$6,557
Percent of expenditures for teacher salaries*	63.4%	Up from 63.0%	64.2%	64.0%
Percent of expenditures for instruction*	68.1%		69.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Moore Intermediate School has experienced a successful and very rewarding year. Our continuous analysis of our school program included a self-study this year for our accreditation for the Southern Association of Colleges and Schools. We maintained our exemplary status. Additionally we are nationally accredited by the Commission on International and Trans-Regional Accreditation. The Red Carpet Award from the State Department of Education was earned this year for outstanding customer service and a family-friendly environment.

We continue to explore innovative strategies to improve our Palmetto Achievement Challenge Test scores. In addition to Measure of Academic Progress benchmarking, we have created Writing and Math Labs to assist us in addressing students' needs in identified areas. Our Science and Computer Labs continue to be important elements in our curriculum as well. Our after-school program provides an extended day for students who need supplementary activities. Orbital Studies are implemented for students who need enrichment beyond the general curriculum.

Other accomplishments this year include student participation in quarterly service learning projects for the Earth Foundation, Manna House, and Christmas for Kids. Honor roll and good citizenship are rewarded each nine weeks. We have a strong Performing Arts program that includes a large auditioned chorus. Our character program includes Good News Phone Calls, the Students Against Violence Everywhere Club, Character Awards, Character Month, Positive Referrals, Manners of the Week, Character Word for the Week, and Character Moment of the Day. The Tae Kwon Do Club focuses on self-discipline and good grades. Laptops, smart boards, classroom performance systems, digital overhead projectors, and a wireless network have been added this year.

Moore benefits from our supportive and active parents and APT. The APT is instrumental in providing additional materials, books, equipment, and countless volunteer hours. Our School Improvement Council is an integral part of our team working to improve programs and monitor the school's goals.

The Moore Team of students, parents, faculty, and staff continue to work toward our mission of providing a quality education through team teaching, cooperative learning, character education, and innovative teaching methods.

Barbara Hood, Principal

Debbie Day, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	340	272
Percent satisfied with learning environment	84.2%	75.7%	75.9%
Percent satisfied with social and physical environment	85.0%	72.7%	74.1%
Percent satisfied with school-home relations	75.0%	84.3%	78.0%

*Only students at the highest elementary school grade level at this school and their parents were included.